

School Strategic Plan 2024-2028

Travancore School (4465)



Submitted for review by Katie Archibald (School Principal) on 29 January, 2025 at 01:45 PM

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Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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<p>School vision</p>	<p>We envision a future where generations of resilient, confident and emotionally intelligent young people reach their full potential. Through our endeavours, we create a fostering and nurturing environment, empowering them to thrive. Our purpose is to lead positive mental health and engagement in education, with evidence based programs and supports that place young people and their families at the centre of an education and integrated health service.</p>
<p>School values</p>	<p>COLLABORATION: Our team members collaborate, with each other, schools and health services, to create exceptional outcomes for young people by building trust and sharing knowledge. ENGAGEMENT: We engage with young people and their families to create safe learning partnerships to empower every student to be active learners. INCLUSION: We value diversity, advocate for equity and support the educational, personal and professional growth for all community members.</p>
<p>Context challenges</p>	<p>Travancore School is dedicated to supporting young people with mental health challenges, offering education and care tailored to their needs. In collaboration with the Royal Children’s Hospital Mental Health Service (RCH) and Orygen, Travancore aims to enhance the mental well-being of youth aged 5 to 18 through three main approaches:</p> <ol style="list-style-type: none"> 1. Delivering direct education programs across multiple locations in the southwest region. 2. Offering outreach services that engage students in both educational and vocational programs. 3. Providing professional learning opportunities for the broader educational community, focusing on mental health and the education of young people. <p>The changing demands for mental health support, along with structural shifts within our partner mental health services driven by the Royal Commission into Victoria’s Mental Health reforms, will significantly impact our operations in the coming years. These changes, along with intermittent student enrolments throughout each school the year, require flexibility and adaptability in our approach.</p> <p>To navigate these challenges, we are focused on:</p> <ul style="list-style-type: none"> - Maintaining and recruiting staff with high levels of skills and experience to ensure consistency in providing evidence-based interventions and building capacity in others. - Developing tailored intervention options and pathways for the increasing number of students experiencing complex

	<p>school refusal, ensuring each student’s unique needs are addressed.</p> <ul style="list-style-type: none"> - Strengthening relationships with parents and carers across multifaceted programs and multidisciplinary teams, promoting collaboration and support. - Implementing an effective data management system that is tailored to the specific needs of the school, enabling us to better track progress and outcomes.
<p>Intent, rationale and focus</p>	<p>Our goal is to expand upon current practices by offering a range of effective, evidence-based interventions designed to improve educational outcomes for students facing significant mental health challenges.</p> <p>Rationale: The school plays a crucial role in promoting mental health awareness within educational communities, which is key to supporting students in their successful return to school and learning. To achieve this, it is essential to build the capacity of Travancore staff, partner schools, and other organizations.</p> <p>Collaboration is vital in improving outcomes for students with mental health challenges. This requires staff to actively build networks, strengthen advocacy skills, and seek opportunities to collaborate with parents, carers, and other professionals, working together as a unified support system for the student’s well-being and success.</p>

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Goal 1	Improve student learning outcomes
Target 1.1	<p>*By 2028, increase the percentage of students who achieve their IEP learning goals from 79% in 2024 to above 82%</p> <p>*percentage will be based on students whose attendance at Travancore programs provides them with the opportunity to achieve their IEP learning goals</p>
Target 1.2	<p>By 2028, increase the 2024 percentage positive responses on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Timetable meetings to support collaboration from 62% to 70% • Understand formative assessment from 62% to 70% • Use student feedback to improve practice from 77% to 81%
Target 1.3	<p>By 2028, increase the percentage positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> • Travancore teachers tell students what they are learning and why from 79% to 85% • Travancore teachers adjust tasks/activities for students depending on their ability from 87% to 92% • Travancore teachers give feedback about my participation and work from 87% to 92% • I feel a sense of achievement at Travancore School from 76% to 82%

<p>Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a strategic leadership approach that ensures consistent structures, processes and practices across all Travancore School programs.</p>
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed consistent evidence-based assessment practices to inform student learning and wellbeing.</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Goal 2</p>	<p>Improve student wellbeing outcomes</p>
<p>Target 2.1</p>	<p>By 2028, increase the 2024 percentage of positive responses to the SSS:</p> <ul style="list-style-type: none"> • Instructional leadership from 64% to 72%

	<ul style="list-style-type: none"> • Time to share pedagogical practices from 62% to 70% • Seek feedback to improve practice from 77% to 81% • Use pedagogical model from 69% to 75%
Target 2.2	<p>By 2028, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Parent and Carer Survey measure:</p> <ul style="list-style-type: none"> • This school has supported my child with the next step in their education. E.g. return to school, increased attendance, explore or transition to a new setting from 87% to 92% • This school has provided opportunities for my child to experience success and/or build confidence at 91%
Target 2.3	<p>By 2028, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> • Travancore School is a safe learning environment from 88% to 92% • Travancore teachers support me to set learning goals for myself from 88% to 92% • I feel that I have a voice at Travancore School from 85% to 90% • Travancore teachers provide extra help and support to students who need it from 90% to 92% • It is okay to be different at Travancore School at 91%
Target 2.4	<p>By 2028, increase or maintain the 2024 percentage of positive responses to the school adapted Student Outreach Survey measure:</p> <ul style="list-style-type: none"> • Setting goals for improving things at school from 54% 'very helpful' to 59%:

	<ul style="list-style-type: none"> • Communicating information about my strengths and needs to school staff at 92% 'agree or strongly agree'
<p>Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Improve staff capability to consistently implement evidence-based learning and wellbeing practices.</p>
<p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen parent and carer partnerships.</p>
<p>Key Improvement Strategy 2.b</p>	

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and implement a strategic approach to building the capability of stakeholders to implement evidence based mental health practices.</p>
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	